DOCUMENT RESUME

ED 128 308 95 SP 010 380

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TITLE Social Schemata of School Personnel: A Bi-Racial Study. Teacher Education Forum; Volume 4, Number 13.
INSTITUTION Indiana Univ., Bloomington. School of Education.
SPONS AGENCY Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
PUB DATE Jun 76
GRANT OEG-0-72-0492-725
NOTE 15p.; For related documents, see SP 010 368-388

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Attitude Tests; *Changing Attitudes; *Cultural Differences; Cultural Factors; Educational Attitudes; *Forced Choice Technique; Negro Attitudes; Social Structure; Social Values; Sociocultural Patterns; Stereotypes; *Teacher Attitudes; *Teacher Workshops
IDENTIFIERS New Jersey Education Consortium; NJEC

ABSTRACT

The New Jersey Education Consortium (NJEC) conducted a series of training workshops designed to (1) help teachers exhibit behavior in the classroom that communicates respect for differences among students and (2) describe some key areas of cultural dissonance between teacher and learning and demonstrate specific behavior to lessen the dissonance. An independent evaluator determined whether the participants in workshops emerged from the sessions with better attitudes toward cultural groups other than their own. The study is composed of three parts. Part 1, using an adapted Kuethe Felt Figure Technique administered both pre- and postsession, shows the participants' placement of "self" in relation to white, integrated, and black group stimulus figures before and after the workshops. Part 2, using an Adapted Group Figure Attitude Technique, determined participants' feelings about their own and other cultural groups before and after the workshops. Part 3 consists of an attitude questionnaire given only in post-session. Some severe limitations must be placed on the results of this study, chiefly because the participants were volunteers rather than chosen randomly. However, the trends concerning attitude change demonstrate that some positive steps toward better understanding of oneself and others were taken, and more detailed and controlled study of the workshops is warranted. (JMF)

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Produced by the Division of Teacher Education, Indiana University-Bloomington, a component of the School of Education, supported in part by way of an Institutional Grant (OE-OEG: 0-72-0492:725) with funds from the United States Department of Health, Education, and Welfare—Office of Education, under the provisions of the Bureau of Educational Personnel Development as a project. The opinions expressed in this work do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Social Schemata of School Personnel:

A Bi-Racial Study

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June 1976

Volume 4 Number 13

The New Jersey Education Consortium (NJEC) conducted a series of training workshops in the Pleasantville School System which were designed to help teachers:

a. Exhibit behavior in the classroom which communicates respect for differences among students, and

b. Describe some key areas of cultural dissonance between teacher and learning and demonstrate specific behavior to lessen the dissonance.

An independent evaluator was called in to determine whether the participants in the training workshops emerged from the sessions with better attitudes toward* cultural groups other than their own. This paper is the evaluator's report on attitude changes.

The emphasis on developing more positive attitudes is justified, since the attitudes of individuals exert a directive and dynamic influence on what they will do and consequently greatly influence their behavior. In order to determine whether the workshops helped individuals to change attitudes, certain attitude techniques were developed and administered in pre- and post-sessions. These techniques were used to determine the attitudes of the participants and whether involvement in the training workshops produced any significant changes in participants' attitudes.

This study is composed of three parts. Part I uses an adapted Kuethe Felt Figure Technique (AFFT) in pre- and post-sessions, Part II employs an Adapted Group Figure Attitude Technique (AGFAT) in pre- and post-sessions, and Part III consists of an attitude questionnaire given only in post-session.

Training Workshops

The participants engaged in two intensive weekend workshops which were scheduled two weeks apart with specific assignments (24 contact hours). An intermediary workshop was held one month after the intensive weekend workshops (3 contact hours). The final workshop was two months after the intermediary workshop (3 contact hours).

At the start of the training workshops, the participants were engaged in an intensive wilderness weekend experience which was designed to help the group to function as an effective team.

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*Although the training workshops were aimed at a variety of cultural groups the only two discernible groups present in this study were those from the Negro and Caucasian races.

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A number of techniques used in the training sessions were those culled from such successful cross-cultural training programs as the Peace Corps and the Anthropological Curriculum Study Project (ACSP) sponsored by the National Science Foundation. For example, the concept of the "Two-way Mirror" was used. This technique requires individuals to observe oneself and someone different at the same time. The ACSP report to the National Science Foundation has stated this principle as "approaching the unfamiliar from familiar grounds."

Besides lectures and discussions, such techniques as role-playing, dramatic presentations, participant observations and self-examination were incorporated in the training sessions. Video-taping and feedback of many activities were a vital part of the sessions. Also, the local situational context was used as both the means and object of study. In this way, the classroom, the community, and a student's home were brought in as models of how cultures interact in society.

The workshop included field assignments which involved work at local school districts between the meeting of workshops. The field assignments took about four to six weeks for completion.

Subjects

The selection of the subjects (Ss) was based on the Ss' interest in participating in the training workshops and the school districts' willingness to assign them to it.

The Ss were 12 males and 20 females whose ages ranged from 23 to 54 years. The median age was 33.5. The Ss, who held a variety of positions in the school district, were elementary teachers; junior high teachers; secondary teachers; resource room teachers; physical education teachers; guidance counselors; psychologists; school nurse; coordinator of special education; career development director; reading coordinator; principal; and assistant superintendent. The Ss' years of teaching ranged from 1 to 30 years with a median of 7 years. The Ss' years of teaching in the Pleasantville School System ranged from 1 to 20 years with a median of 4 years. Of the 32 Ss, 18 were tenured and 14 were not. One S did not have a bachelor's degree, 8 Ss were working toward a master's degree, 12 Ss had a master's degree, and 1 S had a doctorate. Of the Ss who had a master's, 2 had completed a number of credits beyond the master's.

It should be noted that of the 32 present for the pre-test, 28 remained for the first training session. Of the 28, 24 completed the training session program. Of the 24, only 18 were present for the post-session testing experience. The participants who were absent for the post-test were primarily white. As a result there were twice as many black participants present at the post-test than white participants.*

Part I - Adapted Felt Figure Technique (AFFT)

Part I of this study probes the question whether there will be a difference between the pre- and post-test in the subjects' reaction to white, black, and integrated stimulus figures.

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*See discussion section for more on Ss.

The specific null hypotheses examined were:

1. There is no significant difference of subjects' placement of representations of themselves to the white stimulus figures between the pre-test and post-test.

2. There is no significant difference of subjects' placement of representations of themselves to the black stimulus figures between the pre-test and post-test.

3. There is no significant difference of subjects' placement of representatives of themselves to the integrated stimulus figures between the pre-test and post-test.

In a number of studies (Kuethe 1962a, 1962b; Kuethe & Stricker, 1963; Kuethe, 1964) showed that Ss use specific social schemata to organize human figures in a free response situation. The Kuethe Felt Figure Technique which is an individual technique, was adapted to allow group administration (Rubin, 1968; 1972). Male and female teacher figures, identical to the Kuethe felt figures except in size, were reproduced. The figures were placed on two-inch paper squares for ease of handling. Each participant received an envelope containing figures of his or her own sex. The participants were told that the figures in the envelope were representations of themselves and by putting some paste on the backs of the pictures they could put the pictures of themselves wherever they wanted on a page. Booklets, 8" x 11", containing three pages of stimulus figures were also supplied to each teacher. The stimulus figures were located to the extreme right of the booklet page held horizontally. Page one contained a group of white stimulus figures. Page two contained a group of black stimulus figures and page three contained a group of black and white (integrated) stimulus figures. The instructions for pages one through three were similar. The investigator asked the participants to take a picture of themselves and place it any place on that page that they wished.

The AFFT was objectively scored as follows: A linear measurement, to the tenth of a centimeter, was taken from the center of the head of the closest stimulus figure in the booklet to the center of the head of the "self-figure" stamp. The longest measurement that could be obtained was 23.5 cm. (figure placement at the furthest edge of the stimulus field), while the smallest measurement was 0.0 cm., a super-position of the self-figure over the group stimuli figure.

Results: Table I shows the mean distance that the self-figure was placed from the white, black, and integrated stimulus figures in pre- and post-administration of technique.

The data summarized in Table I were analyzed by means of a simple "t" test of the significance of the differences between means, with the following results:

1. Although the participants on the post-test placed "self" closer to the white stimulus figures than they did on

the pre-test, the results were not significant, ($t = 1.52$, $p > .05$ with 48 d.f.).

2. Participants on the post-test placed "self" closer to the black stimulus figures than they did on the pre-test. The results were significant, ($t = 2.995$, $p < .01$ with 48 d.f.).

3. Participants on the post-test placed "self" closer to the integrated stimulus figures than they did on the pre-test. The results were significant, ($t = 2.547$, $p < .02$ with 48 d.f.).

TABLE I

Mean Distance (CM.) Participants Place "Self" in Relation to White, Integrated, and Black Group Stimulus Figures on Pre- and Post-Tests of Adapted Felt Figure Technique.

		Distance Self Placed from White Figures	Distance Self Placed from Black Figures	Distance Self Placed from Integrated Figures
Pre Test N=32	M	7.43	6.58	4.92
	SD	5.78	5.06	4.36
*Post Test N=12	M	3.51	2.69	2.07
	SD	3.02	2.51	2.15

*Only those participants present for the post-test were included in this study.

Part II - Adapted Group Figure Attitude Technique (AGFAT)

Part II of this study uses a forced choice adapted attitude questionnaire to determine participants' feelings about their own and other cultural groups.

The assumption - that an instrument can be developed that will permit the subjects to report their feelings with some degree of accuracy - is based on the statements of authorities in the field of test and measurement.

Rubin modified and combined an attitude questionnaire with stimulus figures representing three groups of all white, integrated, and all black children. Each teacher received a sheet 8" x 11" containing representations of the three groups of stimulus figures: Group A- all white stimulus figures; Group B- integrated stimulus figures; and Group C- all black stimulus figures. The participants also received a response sheet numbered from 1-20 with the letters A, B, and C next to each numeral. Specific instructions for the ranking for the groups were printed at the top of the page. Letters A, B, and C represented Group A, Group B and Group C, respectively. The subjects were exposed to one stimulus question at a time which was projected on the screen from an overhead projector. The question was also read by the tester with the following instructions: As the statement appears on the screen, rank the group for whom you believe the statement to be most applicable as 1; rank

the group for whom you believe the statement to be least applicable as 3; rank the remaining group 2.

Table II shows the percentage of most applicable responses by participants to specific questions on the Adapted Group Figure Attitude Technique (AGFAT).

Part III - Post General Attitude Questionnaire

Part III of this investigation uses a closed form questionnaire to determine participants' overall general feelings about the training sessions.

Basic assumptions for this segment were as follows:

1. Participant appraisals are important in evaluation studies. This assumption is based on the logic that one cannot properly evaluate programs without including all who are involved. Based on this reasoning, participants' direct responses are needed to give a complete picture of attitudes toward the training sessions.

2. Participants are able to make evaluations about the program in which they have been involved. This is based on empirical evidence that participants in programs are willing to express their feelings about the programs in which they are involved.

The closed-form questionnaire was composed of a list of five questions and a number of four possible responses. Table III shows the percentage of participants' responses to the closed form post questionnaire concerned with the training sessions (Ss = 18).

Discussion

The Adapted Felt Figure Technique, which is objectively scored, is a projective technique. Investigators using this technique have shown that different populations respond differently to social stimulus objects and similar populations respond in a similar manner. Furthermore, the commonality of responses by individuals from homogeneous populations indicates that these individuals possess common social schemata. When a person indicates that two objects belong together, he has employed some schema or plan.

A schema is social if the objects are people or representations of people. Also, when situations result in low commonality or organization, it may be concluded that there are not shared experiences that result in a similarity of predispositions for dissimilar people or that the shared predispositions are not a dominant factor in the individual's response. Kuethe found that certain deviant groups have social schemata which differ from normal groups. For example, Kuethe and Weingartner (1964) found that homosexuals place male figures closer together than male-female figures, thereby utilizing a schema consistent with their sexual orientation. The converse was true of nonhomosexuals; the heterosexual sample placed a male and female figure closer together than they placed two male figures. It was also found by Kuethe (1964b) that people who have shown by their verbal statements that they are prejudiced against blacks segregate white felt figures from black felt figures. This is not true of those persons who are low in verbalized prejudice.

TABLE II

Per Cent of "Most Applicable" Responses to Stimulus Questions on Adapted Group Figure Technique*

Stimulus Question		W	I	B
1. Is Dishonest	Pre	40.6	53.1	6.3
	Post	23.5	70.6	5.9
2. Low Achievers in School	Pre	15.6	21.9	62.5
	Post	5.9	29.4	64.7
3. A God-Fearing Group	Pre	9.4	34.4	56.3
	Post	23.5	17.6	58.8
4. A Superstitious Group	Pre	25	28.1	46.9
	Post	17.6	52.9	29.4
5. Excellent Citizens	Pre	9.4	84.4	6.3
	Post	29.4	41.2	29.4
6. A Highly Emotional Group	Pre	6.3	9.4	84.4
	Post	17.6	52.9	29.4
7. A Dignified Group	Pre	21.9	65.6	12.5
	Post	17.6	35.3	47.1
8. Unsympathetic to this Group	Pre	61.3	25.8	12.9
	Post	29.4	41.2	29.4
9. Take Pride in Themselves	Pre	9.7	67.7	22.6
	Post	5.9	35.3	58.8
10. An Unimpressive Group	Pre	12.5	34.4	53.1
	Post	47.1	17.6	35.3
11. A Disloyal Group	Pre	48.4	32.3	19.4
	Post	47.1	41.2	11.8
12. A Mentally Defective Group	Pre	22.6	48.4	29.0
	Post	41.2	29.4	29.4
13. Most Intelligent Group	Pre	31.3	59.4	9.4
	Post	29.4	17.6	52.9
14. High Achievers in School	Pre	59.4	34.4	6.3
	Post	58.8	29.4	11.8
15. Hate School	Pre	9.4	43.8	46.9
	Post	29.4	29.4	41.2
16. Deserve Consideration from Others	Pre	12.5	53.1	34.4
	Post	5.9	35.3	58.8
17. Respected by Others	Pre	31.3	59.4	9.4
	Post	41.2	47.1	11.8
18. A Low Social Level Group	Pre	22.6	22.6	54.8
	Post	23.5	47.1	29.4
19. Love School	Pre	29.0	64.5	6.5
	Post	23.5	47.1	29.4
20. Is Honest	Pre	19.4	64.5	16.1
	Post	17.6	52.9	29.4

*White = White Stimulus Group Figures, I = Integrated Stimulus Groups Figures, and B = Black Stimulus Group Figures.

TABLE III

Per Cent of Subjects' (Ss) Responses on the Post Questionnaire

Stimulus Question	Per Cent of Ss' Responses			
	Very Much	Much	Not too Much	Little
1. I feel that the training sessions have helped me to gain better insights into my feelings about other cultural groups.	22	61	6	11
2. I feel that the training sessions have helped others in the group gain better insights about other cultural groups.	33	44	17	6
3. I feel that I will be able to work better with other cultural groups because of my participation in the training sessions.	22	44	22	11
4. I feel happy that I participated in the training sessions.	50	22	22	6
5. I would recommend such training sessions to persons in other school districts.	44	22	17	17

The modified technique used in this study was more rigid and structured than the original Kuethe Felt Figure Technique since the organization of the groups of stimulus figures had already been made and the subjects had only to place the self-figure stamps themselves in relation to the pictured representation of three groups of stimulus figures: white, integrated, and black.

Table I shows that all participants placed representations of themselves closer to the white, black, and integrated figures on the post-test than on the pre-test. However, the results were significant for only the black and integrated stimulus figures. From this it can by hypothesized that participants held more positive attitudes to black and integrated groups at the end of the training sessions. Although the results were not significant for the white stimulus figures, the direction of the placement of representatives of the "self" was in a positive direction.

From the results of the AFFT it appears that persons had more positive feelings toward all groups at the end of the training sessions and this was due to the subjects' involvement in the training sessions. However, an alternative

hypothesis could be that persons after involvement in a special training session program want to make sure that there is no question about their "lack of bias." This is evidenced by the greater number of participants superpositioning of the self-figure stamp over the white, black, and integrated stimulus figures. In an earlier study Rubin found similar responses. That is, teachers in a special intensive six-week workshop placed themselves closer to all stimuli on the post-test than on the pre-test. It may well be that when white and black persons work and stay together over a period of time and have common goals, they tend to feel closer to one another and they tend to trust one another.

The Adapted Group Figure Attitude Technique (AGFAT) demanded more specific attitudes from the participants than the (AFFT). As a result of the forced choice in this instrument, more anxieties were noted on the part of the participants in the taking of the test. The participants' responses pattern on the AFFT was such that they were able to place themselves closer to all groups of stimuli (black, white and integrated); however, this was not possible with the AGFAT. Only the responses for the most applicable has been reported because "most applicable," being a direct label, would be least likely to cause confusion and would, therefore, be most representative of the groups' feelings.

Reporting results for the AGFAT in this study is especially difficult because of the attrition of subjects. On the pre-test the ratio of white to black participants was one to one; however, on the post-test, there were twice as many black participants as white ones.

Of the original 32 (16 black; 16 white) present for the pre-test, 4 (3 white; 1 black) left after the first session. Of these 28 (13 white; 15 black), 24 (11 white; 13 black) remained to complete the training workshops. However, of the 24 only 18 were present for the post-test. One individual's post-test was invalid.

In questioning the workshop leader concerning the greater attrition of white subjects than black subjects, he stated that (1) black subjects are more used to talking about "these things" than whites; (2) the sessions may be more threatening to white subjects than to black subjects; (3) white subjects may feel more uncomfortable in these situations; and (4) since white subjects are running the system, they may have more to lose and less to gain.

Although there are a number of limitations in this part of the study due to participant attrition, it would be interesting to note directional changes, if any.

Table II shows that changes in direction from pre- to post-test took place for the following statements: A Superstitious Group, from B to I; A Highly Emotional Group, from B to I; A Low Social Level Group, from B to I; Unsympathetic to this Group, from W to I; An Unimpressive Group, from B to W; A Mentally Defective Group, from I to W; Most Intelligent Group from I to B; Deserve Consideration from Others, from I to B; A Dignified Group, from I to B; and Take Pride in Themselves, from I to B.

The black group was given as the "most applicable" for being superstitious, for being a highly emotional group, and for being a low social level group on the pre-test but on the post-test, the "integrated" (both

black and white) group was given as most applicable for the same statements. Perhaps the participants after studying and learning about other cultural groups, as well as discussing and interacting with one another, found that cultural groups other than their own also shared superstitions and had highly emotional and low social level individuals. That is, the above mentioned traits were not unique to one cultural group.

The "integrated" (both black and white) group was given as most applicable for being a dignified group, take pride in themselves, the most intelligent group, and deserve consideration from others, on the pre-test, but on the post-test the black group was given as most applicable for the same statements. It may be that the training sessions helped black participants gain better and stronger feelings about their own worth. It may be also that after the training sessions the participants had become so sensitive to the black group's struggle for pride, dignity, a place in the economic sun, and a place in the intellectual milieu, that they over-compensated and changed from integrated to black. However, it should again be noted that twice as many black participants took the post-test as white participants, and there were less participants present for the post-test than for the pre-test.

The participants on the pre-test chose the white group as the most applicable for the statement, unsympathetic to this group; however, on the post-test the participants chose the integrated group as the most applicable. In other words, the participants after the training sessions did not focus on either the white or black group. Individuals do not feel sympathy to a group if they think that everything is "stacked" in favor of a particular group. However, after learning more about both groups, participants may have recognized that each group has individuals who are in need of help and sympathy. As a result, rather than choosing either the black or white group, the participants, forced to make a choice, chose "integrated." This is further corroborated by the participants when they changed from "black" to "integrated" on the statements: being superstitious, being highly emotional, and being a low social level group. In other words, the participants upon learning more about their own and other groups, recognize that there are superstitious, highly emotional and low social level persons in both groups and that these individuals may need help and sympathy. In a forced choice situation, the best choice to convey these feelings is to choose "integrated."

For the statement, a mentally defective group, the participants went from "integrated" on the pre-test to "white" on the post-test. As noted before, there were twice as many black participants taking the post-test than white participants. Perhaps the white group received the greatest percentage of most applicable on the post-test because the participants after learning about both groups saw that certain traits were germaine to both groups. Therefore, the fact that black persons had been discriminated against may have made many participants feel that this is due to the fact that there are mentally defective individuals in the white group.

It would be interesting at this point to look at the statements from Table II for which no changes took place from pre- to post-test. They are Is Dishonest, I to I; Excellent Citizens, I to I; Love School, I to I; Is Honest I to I; Respected by Others, I to I; Low Achievers in School, B to B; A Disloyal Group, W to W; High Achievers in School, W to W.

The participants chose "integrated" on both the pre- and post-tests for the statements "is dishonest" and "is honest," which is logical. However, it must be noted that the stimulus statements were exposed one at a time and participants could not refer to an earlier statement. As a result, participants would not know their response to the earlier statement. The fact that the responses were similar to both statements helps confirm the reliability of the instrument.

The participants' response of "integrated" on the pre- and post-test for "loves school" is not contradictory with their responses for "hates school." The participants had to make a forced choice. They obviously did not feel that either the black or white group was the "most applicable" so they chose integrated as their response for "most applicable." It is noteworthy that the participants' responses aptly reflect studies in this area. Studies have shown that while on the average urban students' attitudes differ from suburban students' attitudes, both groups of students have negative feelings concerning school.

The training sessions may have helped participants to change their feelings concerning some specific stereotyped traits that they had for themselves and others. However, training sessions are not effective in changing the direction of both black and white participants' feelings on such statements as Low Achievers in School and High Achievers in School. These statement choices have been corroborated by research studies. That is, on the average, there are a greater number of achievers among white students than among black students. Usually, if you do not do well in something, you would most likely avoid that thing and probably dislike it as well. Perhaps if enough negative stereotypes toward groups of individuals could be changed, we would be able to reverse the negative self-fulfilling prophecy prevalent to many inner-city schools.

Teachers' attitudes toward students are crucial in establishing a certain classroom atmosphere. If teachers do not expect their pupils to do well, the chances are that eventually the students will incorporate this feeling into their own self-concept and not do well. Studies by Leacock (1969) have found a consistent and systematic pattern of negative attitudes and expectations toward most lower-class inner-city blacks. The teachers expected less of these students compared to pupils from a higher socio-economic class. It was also found that the longer the inner-city children remained in school, the greater the decline of the teachers' expectations toward these students. These upper elementary grade-level children were seen as less able than primary grade-level children. Since many inner-city students are learning negative attitudes about themselves and their ability to learn, is it any wonder that many do not achieve in school?

From Table III we can see that the majority of participants felt that the training sessions did help them to gain better insights into their feelings about other cultural groups. They did feel that they would be able to work better with other cultural groups because of their participation in the training sessions.

It is difficult to make any definitive statements concerning attitude changes of the participants involved in this study. Since the subjects were not randomly chosen and they were volunteers, inferences cannot be made toward any other groups. It may be that volunteers are more readily predisposed to attitude changes than non-volunteers. However, from the results of this study it appears that some positive steps toward better understanding

of oneself and others have taken place. Also, a study of this sort can be used by others (provided attrition is controlled) to evaluate similar programs of this nature.

Hopefully, when school personnel of different races work together as equals, trusting one another, sharing with one another, and aiding one another, this will help to change the stereotyped perceptions that persons have to themselves and each other.

Fostering respect, liking and understanding and dispelling fear and distrust among school personnel of different races, is the first step toward bringing these ideals to our students. The key question is will these attitudes be carried to the students? Also, how long will they last?

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